



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

The following information is provided by the Council of Chief State School Officers for your review. It provides an overview of current programmatic policies in place across the country for all states.

Current Early Childhood Accountability Policies

	<i>Child Care</i>	<i>Head Start/Early Head Start</i>	<i>Early Childhood Special Education</i>	<i>Kindergarten to Grade 3</i>
<i>Child Development/Learning Standards</i>	State Early Learning Guidelines	Federal Child Outcomes Framework	3 functional goals (Federal)	Common Core State Standards (Language Arts & Mathematics) + Additional State Standards IREAD-3
<i>Program Quality Standards</i>	State Licensing Standards (Mandatory) QRIS Quality Standards (Voluntary)	Federal Program Performance Standards	Federal IDEA regulations	No requirements
<i>Child Assessments</i>	No requirements	Local agencies define school readiness goals & analyze assessment data at 3 points in the program year.	Programs assess children on 3 functional outcomes as they enter and leave programs	-Kindergarten Entry Assessments - Assessments for Grade Level Reading Initiatives -Assessments to Inform Teacher Evaluations
<i>Program Quality Assessments</i>	State Quality Rating & Improvement Systems State Licensing Reviews	Federal monitoring of local program compliance with Performance Standards. CLASS tool measures classroom/teaching quality	Federal reviews of states State reviews of local programs	
<i>Reporting/Use of Assessment Data</i>	QRIS Ratings linked to funding incentives & technical assistance Violations of licensing standards can lead to closing of facilities	-Programs receive technical assistance to remedy program quality problems. -Low-performing programs may be defunded or required to recomplete for funding	States report % of children in 5 categories on 3 goals	-Persistently low-performing schools are targeted for technical assistance or restructuring. -Value-added student assessment data outcomes are used in teacher evaluations & personnel decisions



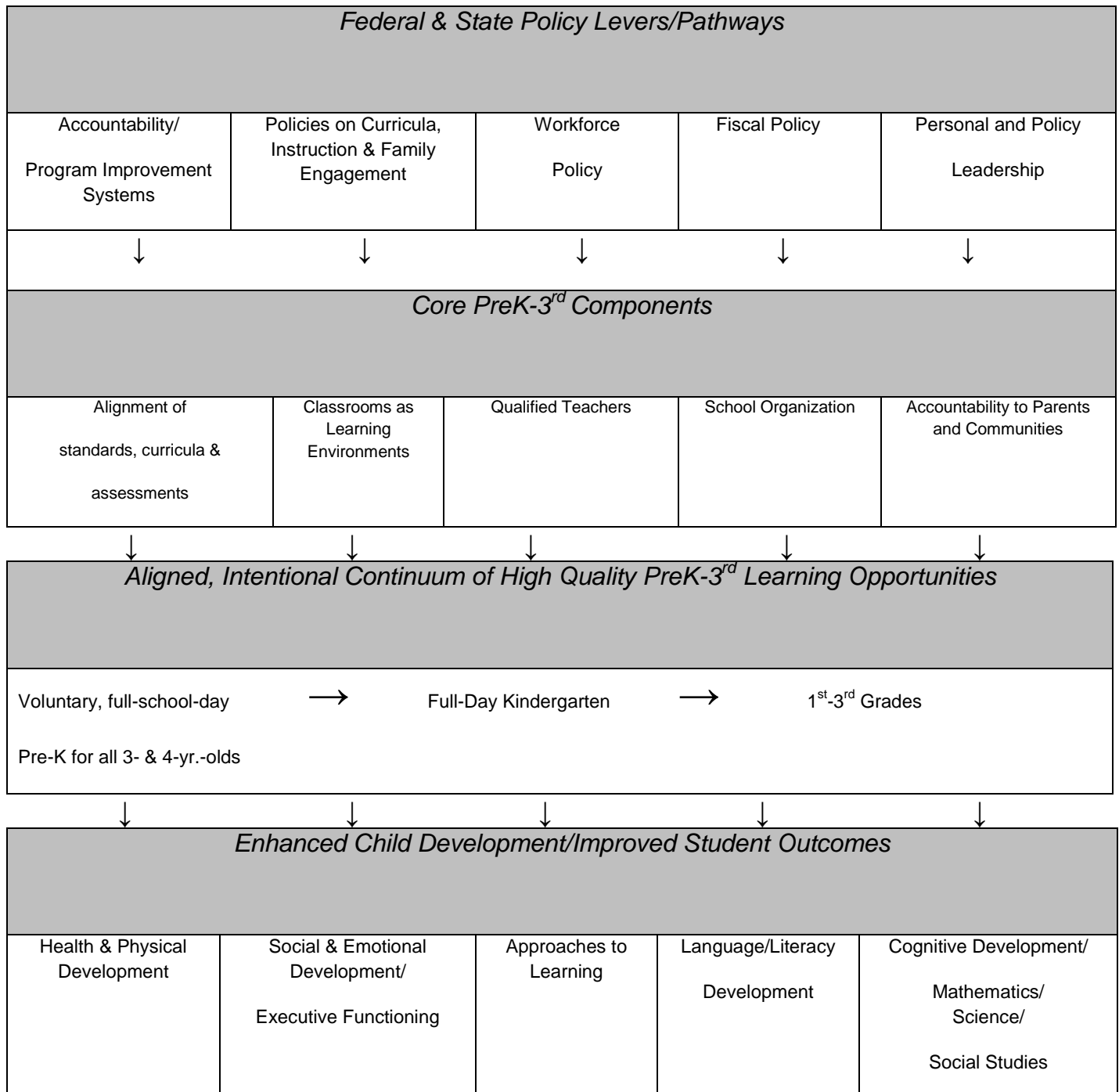
Indiana Department of Education

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Policy Levers Influencing PreK-3rd Practices



Continuum of Policy Influences on PreK-3rd

<i>Policy/Leadership Factor</i>	<i>Proactive Support For PreK-3rd</i>	<i>↔</i>	<i>Policy Barriers to PreK-3rd</i>
<i>Accountability and Program Improvement Systems</i>	State and federal policy leaders develop aligned and coordinated PreK-3 rd standards for children's learning and program/classroom quality, child and program/classroom assessment tools, data systems, and technical assistance to improve PreK-3 rd program effectiveness.	<i>↔</i>	Head Start, child care, state Pre-K, early childhood special education and K-3 rd education have separate and uncoordinated standards, assessment tools, data systems, and technical assistance systems.
<i>Policies on Curricula, Instruction & Family Engagement</i>	Policy leaders create coordinated policies, guidance and professional development efforts to support implementation of PreK-3 rd curricula, instructional practices and family engagement efforts.	<i>↔</i>	Policies and professional development efforts in the areas of curriculum, pedagogy and family engagement are not coordinated across state-funded Pre-K, Head Start, child care, early childhood special education and K-3 rd education.
<i>Workforce Policy</i>	Federal, state and district leaders work to build a high quality and highly performing PreK-3 rd workforce through an integrated sequence of recruitment, preparation, hiring, induction, mentoring, professional & leadership development and personnel evaluation efforts.	<i>↔</i>	There are separate, uncoordinated personnel and compensation policies and workforce development initiatives for Pre-K teachers and administrators and K-3 rd educators.
<i>Fiscal Policy</i>	Stable funding is provided for high quality, full-day PreK and Kindergarten for all children, for equitable & adequate compensation for PreK-3 rd teachers & administrators, and to support collaborative work by PreK-3 rd educators to improve teaching, learning and family engagement.	<i>↔</i>	Public funding is not provided for full-day Pre-K and Kindergarten for all children. Fiscal policy does not support equitable compensation for PreK-3 rd teachers and administrators. There is no dedicated funding for PreK-3 rd collaboration efforts.
<i>Personal and Policy Leadership</i>	<ul style="list-style-type: none"> -Public education and early childhood leaders make PreK-3rd strategies an integral part of the national and state education reform agenda. -Leaders promote PreK-3rd partnerships by modeling collaborative relationships with their counterparts and by convening and supporting local PreK-3rd partnerships. -Leaders create PreK-3rd units within state education departments and/or cross-agency structures to coordinate PreK-3rd policy and program support efforts. 	<i>↔</i>	<ul style="list-style-type: none"> -Public education and early childhood leaders present separate agendas for policy change and public investment to improve educational opportunity and outcomes. -Federal and state leaders convene separate communities of local practitioners by funding source, such that opportunities for joint planning and training of Pre-K -3rd educators are minimized. - Federal and state agencies maintain separate units for managing and setting policy for state Pre-K, child care, Head Start, early childhood special education and K-3rd schooling.

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